

## AN ANALYSIS OF USING SILENT WAY METHOD TO IMPROVE YOUNG LEARNER VOCABULARY

Adestamia Lambung Negara, Muhammad Sukirlan, Sudirman

[mialambung@yahoo.com](mailto:mialambung@yahoo.com)

### ABSTRACT

Tujuan penelitian ini adalah (1) menemukan tipe kosakata siswa yang meningkat setelah diajarkan melalui metode *Silent Way*, dan (2) menemukan masalah apa yang dialami oleh siswa ketika siswa diajarkan menggunakan metode *Silent Way* dalam pengajaran kosakata. Data didapat melalui tes kosakata dan observasi, dan diolah menggunakan *The One-Shot Case Study*. Hasil test menunjukkan bahwa siswa memperoleh nilai tertinggi pada *noun*. Jumlah nilai yang didapat oleh *noun* adalah 67. Siswa memperoleh nilai tertinggi pada *noun* dibandingkan dengan *verb* ( $38.7 > 34.8$ ). Berdasarkan data observasi, peneliti menemukan masalah yang dialami siswa, yaitu siswa yang mempunyai kemampuan rendah dalam penguasaan Bahasa Inggris masih mengalami kebingungan dalam mengikuti pelajaran. Mereka bingung dalam menentukan respon mereka apakah sudah benar atau belum dalam pelajaran tersebut.

The objectives of the research were: (1) to find out students' vocabulary type that improved after being taught by using Silent Way, and (2) to find out what problems the students faced when taught using Silent Way in teaching vocabulary. The data were collected by using vocabulary test and observations, and were computed by using *The One Shot-Case Study*. The result of the test showed that the students got the highest score in noun. The total score of noun was 67. The students got higher increase in noun than verb ( $38.7 > 26.5$ ). Based on the observation data, The researcher found a problem that the students of low level of English mastery were still confused to follow the lesson. They were confused to find out whether their response was already correct or not.

**Keywords:** silent way, vocabulary, young learner

## INTRODUCTION

English is one of the foreign languages for Indonesian students taught from kindergarten level to University level. English is considered as a difficult subject for the Indonesian students because English is completely different from Indonesian language in terms of the system of structure, pronunciation and vocabulary.

Fromkin (1983) points out that young children before the age of puberty who are exposed to more than one language seem to acquire all the languages equally well. There are many bilingual and multilingual speakers who have acquired their languages early in life. Sometimes one language is the first learned, but if the child is exposed to additional languages at an early age he or she will learn those languages.

Vocabulary is one of language components that is presented in the classroom during the process of language teaching. Rivers (1970:462) states that it would be impossible to learn a language without vocabulary. Learning vocabulary is really an important aspect that must get special attention. The learner should comprehend and they should have high confidence to use it in front of speaker especially how to communicate with a good vocabulary building.

In line with the facts, the researcher assumes that there should be a fun activity which is held to omit students' passiveness in the classroom and help them in memorizing, maintaining, and understanding the vocabulary which they have learnt.

The teacher should use a good method and techniques to increase students' achievement at specially vocabulary. There are many methods that can be used for teaching vocabulary, related to their subject. And Silent Way is one of the techniques in learning vocabulary that used media.

Vocabulary becomes one of critical component in learning a language that should be mastered because by mastering vocabulary we will be able to communicate although other components are still needed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary. It shows that vocabulary contains more information than carried out by grammar.

In teaching vocabulary, it is really important to make the students become interested in learning vocabulary. Diamond and Gutlohn (2006) states that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching technique.

According to Long and Richards (1987) that the picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

The Silent Way makes it is easy for students of foreign languages to master grammar at a very early stage in their study. This can be accomplished while playing games or any media. Gattegno (1963) developed these ideas to solve

general problems in learning, and he also applied them to his work in the teaching of mathematics and the mother tongue. The Silent Way uses a structural syllabus. The teacher will typically introduce one new language structure at a time, and old structures are continuously reviewed and recycled.

Therefore, The purposes of the research were: (1) to find out students' vocabulary type that improved after being taught by using Silent Way, and (2) to find out what problems the students faced when taught using Silent Way in teaching vocabulary.

## METHOD

This study was qualitative research. It used *The One-Shot Case Study*. The design of this research is X T. The subject of this research was the students of TK Kembang Ibu Bandar Lampung as population. There are two classes in the school, and the researcher took one class as the sample of the research. This research was conducted through several procedures: (1) Determining the population and sample, (2) Administering observation, (3) Conducting treatments, (4) administering test, (5) Scoring the students' work, (6) analyzing the data, and (7) reporting the result of data analysis.

The researcher administered the test to find out the validity, the reliability. The test consisted of 15 items that consist of 5 nouns, 5 verbs, and 5 adjectives. In this research, Arikunto's formula was used to score the students' test result. The scoring system of the test is:

$$S = \frac{R}{N} 100$$

With the note that **S** is the score of the test, **R** is the total of the right answer, and **N** is the total items (Arikunto, 1997: 212).

Furthermore the researcher observed and collaborated with the English teacher to look at and used observation noted to observe the teaching learning process. to figure out the problem when learning by silent way technique.

## **RESULTS AND DISCUSSION**

### ***Results***

There were two research questions in this research: (1) Types of vocabulary that improve better when the students are taught using Silent Way method, and (2) What problems do the students face when they are taught using Silent Way in learning vocabulary. Thus, there were two results.

This section answer the first research question that is of types of vocabulary that improve better when taught using Silent Way. After analyzing the data manually, it can be seen a types of vocabulary that improve better taught Silent Way is noun. Noun got the highest score than verb (38.7%>26.5%). In learning new words, nouns are probably the easiest part of speech to learn, followed by verbs, adjectives, and adverbs (Ellis and Beaton 1993; Atkinson 1975).

Table 1. The percentage of vocabulary that improve when taught using Silent Way.

NO	Vocabulary	Percentage
1	Noun	38.7%
2	Verb	26.5%
3	Adjective	34.8%

Table.1 showed the researcher found that between noun, verb, and adjective. The students could answer questions about noun better than verb and adjective. After analyzing each student's gain of noun and verb from the test, it was found that the got 38.7% points. Meanwhile, verb was 26.5 points. In this case, the students got higher increase in noun than verb.

Next, this paragraph answers second research question. Answer the second research question that is "what are the problems that the students face in learning vocabulary through silent way method?". In order to answer the second research question, the researcher has been done the observation before and whilst the silent way during teaching process. The researcher supported by the english teacher. The researcher shared with the english teacher what are the problem when silent way taught in learning vocabulary.

In the first treatment, the researcher told them about noun. The researcher showed some picture and told them what picture it is. Then teacher ask them to say what picture in teachers' hand. In the first treatment, some students had probem to

understand the material presented by the researcher, but almost of the student looked very active and struggle to answer what teacher asked.

In the second meeting, the researcher learned about adjective using silent way. The researcher reviews about noun that they learned in previous meeting, then the researcher told them about adjective in that pictures like colours and taste. The researcher used pictures as media and gave more practices to the students who have problem in responding the instruction by guiding them with eliciting the correct answer from their friends and used it as a model so that they can find out what is the correct one. Then, the researcher gave more instructions and command that require direct response from them. So, they were able to practice and analyzes the correctness of their response either from their own thought or from the response of their friends. The students are active but they are not very interested like the first meeting.

In the last meeting. The researcher not used picture as first and second meeting, but used some fruits and do something with this fruits. In last meeting, the researcher learned verb using silent way method. In this section the researcher practiced and did something with the fruits and said the verb, then the researcher ask one of the student to come in front of the class and did something like the teacher did, then other student said what their friend did.

The result of the observation found the problems when silent way taught in learning vocabulary. The researcher found that the problems during teaching and learning process was that some students who are the lower level students get confused. They were confused to find out whether their response was already

correct or not. So it means that they could not analyze their own response while in Silent Way Method should be able to analyze their own response (Richard and Rodgers, 1986:100)

### *Discussion*

After the implementation of Silent Way it can be seen a types of vocabulary that improve better taught Silent Way is noun. Noun got the highest score than verb (38.7%>26.5%). In learning new words, nouns are probably the easiest part of speech to learn, followed by verbs, adjectives, and adverbs (Ellis and Beaton 1993; Atkinson 1975) .The students could have higher vocabulary achievement after the treatment.

Furthermore, between the increase of noun and verb, the increase of noun was higher than verb. The increase of noun was 38.4 point; meanwhile the increase of verb was 26.5 points. It means that verbs are more complex to be learned by the students than nouns. This statement is supported by Gentner (1981) in Gentner and Boroditsky (2001: 243) who states that verbs are harder to remember, both in recognition and in recall; more mutable in meaning under semantic strain; less prone to be borrowed in language contact; and less stable in translation between languages than nouns.

Using Silent Way method was intended to assist the students in expressing their idea in learning vocabulary. The result showed that silent way supported the student to react not only toward teachers' utterances but also toward other students' utterances. By doing this, each students had a chance to give and share



information in learning vocabulary. So it means Silent Way Method should be able to analyze their own response (Richard and Rodgers, 1986:100)

## CONCLUSIONS

Based on the research findings and discussion, the conclusions can be drawn as follows: (1) there is a certain type of vocabulary that improved better when Silent Way Method taught in learning vocabulary. The highest vocabulary that improved better when using Silent Way Method is noun. (2) There were some problems that students face in learning vocabulary when they are taught with Silent Way Method. The researcher found that the problem during teaching and learning process was that some students who are the lower level students get confused. They were confused to find out whether their response was already correct or not and the students were very active so they difficult to attention with the command.

Silent Way influences them to be the problem-solvers, to be active and independent learners, and helps them to be creative thinking learners. Furthermore, the students can also teach and learn from each other, and form good interaction with their friends.

## REFERENCES

- Arikunto, S. 1997. *Prosedur Penelitian*. Yogyakarta: Rineka Cipta.
- Atkinson, R. 1975. Mnemotechnics in second-language learning. *American Psychologist* 30 (8): 821–28.

- Diamond, L. and Gutlohn, L. 2006. *Teaching Vocabulary*.  
<http://www.readingrockets.org/article/9943/>. Retrieved on October 3<sup>rd</sup>, 2013.
- Ellis, N., and A. Beaton. 1993. Psycholinguistic determinants of foreign language vocabulary learning. *Language Learning* 43 (4): 559–617
- Fromkin, V & Robert, R. 1983 *An Introduction to Language*, New York: CBS College Publishing.
- Gattegno, C. 1963. *Teaching Foreign Languages in Schools the Silent Way*. England: Educational Explorers
- Gentner D, Boroditsky L. 2001. Individuation, relativity, and early word learning. In: Bowerman, M., Levinson, S.C. (Eds.), *Language acquisition and conceptual development*, pp. 215–256. UK: Cambridge University Press.
- Hinebaugh, J. P. 2009. *A Board Game Education*. Lanham: R&L Education.
- Long Michael L and Richards Jack C. 1987. *Methodology in TESOL: a Book of Readings*. New York: New Burry House Publishers.
- Richard, Jack C. and Rodgers, Theodore S. 1986. *Approach and Methods in Language Teaching*. London: Cambridge University Press
- Rivers, W.M. 1970. *Teaching Foreign Language Skills*. Chicago: . Chicago University Press